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ABSTRACT

The Commission on the Future of Wellesley College was established because of problems created out of changes in social and educational patterns that have come with the second half of the 20th Century. In the fall of 1969 the Commission discussed 5 possible directions for the future of the institution as a whole: (1) to continue with the present curricular pattern and student body; (2) to move toward becoming a public institution within the state system; (3) to transfer to another location in order to affiliate with a men's college, or to establish a coordinate college for men; (4) to become a coeducational institution in the conventional sense; or (5) to develop a flexible, multifaceted approach to educational change and the composition of the student body within the context of present location and educational framework. The fifth option was the one adopted. Recommendations are made in this report concerning the educational program at Wellesley, the education of women, the education of minorities, counseling programs, and student body composition. (HS)

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Report of the Commission on the Future of Wellesley College

The following report contains recommendations made by the Commission on the Future of the College to the Board of Trustees at a special meeting on March 22. The report is given here in its entirety, except for the appendices which are listed on page 82. These appendices have served as a partial basis for the recommendations. Space does not permit inclusion of them here. However, a limited supply is available through the Alumnae Office.

In a memo to members of the college community, dated March 23, Miss Adams said:

"You will be interested to know of the action that the Board of Trustees took concerning the Commission Report as it was presented on Monday, March 22, 1971.

"It was Voted: That this Board receives with enthusiastic appreciation the report of the Commission, commending the Commission for the precision with which it has identified major areas of development and concern. The Board is impressed by the consistent emphasis on excellence of education and particularly the education of women. It is excited by the suggestion for change in curriculum and teaching methods. It commends the priority placed on an improved program of counseling. It notes with approval the reaffirmation of the College's commitment to minority groups on campus. The Commission's recommendations concerning men as undergraduates at Wellesley have been thoughtfully evolved and must be given an equally thoughtful consideration by the Board of Trustees. The Board commits itself to instigate orderly and expedient procedures for consideration of and action upon all of the Commission's recommendations by both its own members and other appropriate elements of the college community."

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

The Commission on the Future of the College was established in the spring of 1969 by the Board of Trustees. Three administrators, two alumnae, three faculty members, three students, and three trustees were selected by their own constituencies to form a group whose broad charge was to make recommendations to the Trustees concerning the future of the College. The Commission was free to determine its own timetable and procedures. Its mandate encompassed all areas except governance of the College, which was already being studied by the Structural Revision Committee. As the Commission began its work, John Quarles, then chairman of the Board of Trustees, spoke of his belief that Wellesley could move toward the future with strength because of the high quality of its faculty and student body, its flexible administration, the loyalty of its alumnae, and its sound financial position.

Extensive research was undertaken by the Commission to provide an informed background for its deliberations. Commission members visited sixteen institutions: Bennington, Bryn Mawr, Cedar Crest, Goucher, Hamilton-Kirkland, Jackson, Middlebury, Mundelein, the Radcliffe Institute, Sarah Lawrence, Simon's Rock, Swarthmore, the central office of the five cooperating "Valley Colleges" (Amherst, Hampshire, Mt. Holyoke, Smith, University of Massachusetts), Vassar, Wesleyan, and Wheaton. The Commission called upon the services and resources of outside consultants, including Mrs. Nell Eurich, former dean of the faculty at Vassar; Joseph Katz, associate director of the Institute for the Study of Human Problems at Stanford University; and Deane W. Malott, former president of Cornell University. The large body of available and pertinent literature and materials dealing with higher education in the United States today formed a major portion of the Commission's investigations. The College itself was studied intensively, and there was continuing consultation and correspondence with its officers, faculty, students, and alumnae, as well as with temporary and permanent committees in the institution. The Admission Office supplied information to the Commission on a regular basis. In addition, the Commission surveyed 290 public and independent schools in the United States and abroad from which students have applied to

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Wellesley within the last five years.

Three separate and detailed questionnaires were sent to students, faculty and administration, and alumnae. Finally, prior to the time that the Commission formulated its final recommendations, it held two all-College meetings on the campus, and all 26,000 alumnae were invited to attend one of nine regional councils, which were conducted in various cities across the country.

On the basis of what the Commission began to see as its principal areas of interest, it authorized twelve major studies and reports. They are Educational Programs, Suburban-Regional Studies, Day Care, Foreign Study, The Education and Needs of Women, Minority Groups at Wellesley College, Counseling, Dormitory Life, a Secondary School Survey, a Secondary School Guidance Counselor Survey, reports on the proposed exchange with Dartmouth, and the Population Impact Study. They appear as appendices to this report and have served as part of the foundation for the recommendations. The appendices are an integral part of the report, are frequently referred to in the text, and readers are urged to consult them. The Commission wishes to express particular thanks to the authors of the reports and proposals who are not themselves members of the Commission: Nancy C. Guthrie '71 and her committee; Roger A. Johnson, Associate Professor of Religion and Biblical Studies; Dr. Arthur M. Katz, of Cambridge, Massachusetts; Kyle T. Kinsey '72, who assisted Eric W. Kurtz, Assistant Professor of English; Eleanor L. McLaughlin, Assistant Professor of History; Philip M. Phibbs, Executive Vice President; Alice B. Robinson, Professor of History; and all faculty members and students who have participated in discussions with Dartmouth.

The Commission has made certain interim recommendations to other bodies and committees, with the result that some changes and programs have been implemented in 1970-71. Examples are the expansion of the MIT and alignment of MIT's and Wellesley's daily class calendars; Wellesley's entry into the Twelve College Exchange; and greater flexibility in the leave of absence policy.

From the wide-ranging scope and variety of the studies that the Commission has undertaken it is now prepared to make recommendations in five areas it considers of primary importance. For the most part, members of the Commission speak as a group in the report, and the recommendations represent consensus agreements which have ranged from remarkable unanimity to clear majorities. Where there have been clear differences and relatively even divisions in voting—they occur almost without exception, and not surprisingly, in the recommendations relating to the presence of men on campus—they are indicated in the text. Furthermore, Commission members were free to append individual statements to the text, and two of them have done so. It is also understood by all members that their individual points of view and opinions about the report an the work of the Commission may be freely discussed.

As we conclude two years of intensive effor we are particularly aware of the major contribu tions of time and effort that have been made by long list of individuals and groups. We wish to express our most heartfelt gratitude to Miss Bla McElroy '55, Executive Director, who has performed with extraordinary professional and personal devotion; to Dr. Scott Cunningham and D Stephen Greyser of the Harvard Business Schoo our two consultants, who have become very muc a part of the Wellesley community during their service to the Commission; and to Mrs. Christine Riedy, the Commission's able and cooperative secretary.

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Chairman of the Department of Political Science

Page Talbott
Class of 1972

March, 1971

Introduction

As Wellesley College prepares to enter its second century, it faces a series of important educational questions. There have been changes in the relation of the College to society, in women's education and the position of women in society, and in the financial capabilities of the College as they relate to the demands placed on them. The Commission on the Future of the College was formed to study the implications of such educational questions in the light of these changes and to make recommendations based on its findings.

Changes In Social And Educational Patterns

Widespread changes in the world in the last few decades are reflected in changed social and educational patterns. Vastly expanded means of travel and communication expose people to the entire world and its problems. This telescoping of information and heightening of experience have advanced the level of exposure of students, as have new teaching techniques in the elementary and secondary schools. The learning process has been altered by the shifting, or in some cases the abolition, of traditional divisions of subject matter; by identifying new areas of inquiry; and by enabling the student to proceed at a rate more nearly suited to his own needs. Programs designed to offer a wide variety of educational opportunities have been made available to a greater and more diversified number of students at all levels.

Many institutions of higher education are examining themselves and their offerings in the light of these changes. They are attempting to reach a balance between the traditional curriculum and more experimental approaches to learning. For example, many students have been exposed to a more interdisciplinary approach and have come to prefer it.

Several readily identifiable changes have taken place in patterns of undergraduate education. Because of the advanced preparation offered by many secondary schools and increased flexibility in academic regulations of colleges, students may more nearly govern the length of time it takes them to earn a bachelor's degree. Some may choose to start and finish earlier than is customary. Others may begin, or interrupt and resume, their education at later times in their lives. Hence the traditional age range of undergraduates has expanded in both directions.

Few colleges have remained physically self-contained. Students are rarely required to live on campus the entire time they are in college. Off-campus learning opportunities have multiplied, whether sponsored by an institution itself, by other institutions, or initiated by students acting independently.

Increased opportunity and flexibility in education have resulted in new diversity of age, background, and experience in the student body. Perhaps because students expect collegiate communities to resemble society at large, many of them express a preference for coeducational institutions, with the result that a significant number of men's and women's colleges have begun to admit students of both sexes. In addition, many students today want what they learn to have more easily identifiable meaning for themselves and for society. Within the framework of curricular comprehensiveness and academic validity, colleges are responding more and more to these desires on the part of students.

Given the extent and variety of choice open to students, colleges are in more rigorous competition for students than ever before. Each institution has always attracted or sought students in accordance with its philosophy and capabilities. Colleges have begun to question traditional procedures for identifying "superior" students as they seek a more diversified group of applicants. In addition, colleges frequently give special emphasis to whatever imaginative, distinctive qualities and offerings they possess. This they do, not simply to enhance their competitive position, but especially to recognize students' greater awareness of changes in contemporary society.

Such changes are taking place at a time of severe financial constraint on institutions and families, when rising costs are accentuated by relatively reduced public and private support. Even high endowment and judicious management do not ensure immunity from financial worry. Institutions of higher education are seeking to maintain the difficult balance between economies and planning for change and growth by re-examining the use of resources and institutional priorities.

Wellesley's Response

Wellesley has witnessed these changes in society and in patterns of undergraduate education. It has already responded in varying degrees through the curriculum and the relation of the College to other institutions and society by making certain changes.

Students may now receive the B.A. at an earlier age or in less than four years through early admission and advanced placement, by taking extra courses during the academic year, or through study at other institutions during the summer. Those who wish may take more than four years to earn the degree. Individual majors may be planned under the supervision of two faculty sponsors. All students may vary their educational experience by studying at other institutions here and abroad. The Continuing Education program enables women to return to college and to work at a rate that is compatible with their non-academic responsibilities.

Upperclassmen may now live off campus. Off-campus learning opportunities exist in considerable variety, some of which carry academic credit: study at other institutions; independent study; internships; off-campus programs; volunteer service activities, either sponsored or individually undertaken; paid jobs; travel; political activity; artistic projects; and whatever other meaningful pursuits suggest themselves to the creative student.

The student body has grown in diversity as the college has broadened its base of seeking and selecting candidates for admission. Creativity high potential, and motivation, which exist in all groups of society, can rarely be identified on objective grounds alone. The staff of the Office of Admission travels more widely than ever before in search of a representative group of students who have the capacity and desire to undertake th responsibilities of leadership in society, at every level and in every area. This implies increasingly sensitive evaluation of applicants' credentials and the creation of new ways to evaluate the potentia of students who wish to study at Wellesley.

As a result of efforts to diversify the student body, the College has added to available scholarship funds and anticipates the need for additional financial aid in the next few years. It has given particular attention to economic heterogeneity by seeking to meet the needs of students from both low and middle income families.

The Continuing Education program has diversified the ages of students on the campus. The presence of men on campus through the MIT and Twelve College exchanges has given the student body additional diversity and has widened the age range of men in the College community.

Wellesley's attitude toward women has not changed, for it retains a high percentage of women on the faculty and in the administration: probably the highest percentage of any secular college in the country.

Wellesley's Strengths And Educational Goals

Although the College has experienced and responded to elements of change in society and higher education, it possesses certain characteristics that have not changed:

A high-quality faculty, student body, and administration.

A relatively small enrollment.

A concentration on undergraduate education, with concern for the individual student.

A commitment to the education of women.

An underlying belief in service to society.

A high level of alumnae interest and support.

Financial strength and stability and allocation of a significant portion of resources to faculty salaries and financial aid.

Freedom as a privately supported institution to set goals and make decisions.

An advantageous location and physical setting.

We believe that Wellesley should continue to strive to fulfill the goals of a liberal arts education by providing the student with the attributes of knowledge, judgment, confidence, self-control, sensitivity, and a continuing ability and desire to learn. For women, there should be certain additional emphases. There must be an opportunity for the student to understand the history of women's role in society and to develop the ability to project her own life patterns in view of changes in the structure of society and in attitudes toward women.

The Commission's Study

In the fall of 1969 the Commission discussed five possible directions for the future of the institution as a whole: (1) to continue with the present curricular pattern and student body; (2) to move toward becoming a public institution within the state system; (3) to transfer to another location in order to affiliate with a men's college, or to establish a coordinate college for men; (4) to become a coeducational institution in the conventional sense; (5) to develop a flexible, multi-faceted approach to educational change and the composition of the student body within the context of present location and educational framework. It was agreed that the fifth option, more than any of the others, made it possible to keep choices open.

We proceeded to designate the elements of educational change that we wished to investigate. Most of the elements and areas we considered are represented in our recommendations (Sections I-V). There were others, however, which we discarded for various reasons in the course of our study. Four examples follow:

We considered the possibility of establishing a coordinate college for men at Wellesley, but found that the cost would be large and that there could be a number of disadvantages stemming from separate facilities and dual faculties.

The idea of a special institute on women was examined closely. A subcommittee on the education and needs of women concluded that a formal research organization would not fulfill the needs it was intended to serve, and that the problems of women reflect to a large extent the problems of society, and hence do not constitute an independent discipline. Study of the role of women necessarily includes study of the role of men. A ready means of increasing awareness of women's position in society and their capabilities seemed to be available through increasing the number of courses that deal in large measure with women's problems.

We investigated the possibility of special graduate programs. Here we found that most departments at Wellesley prefer to concentrate on undergraduate instruction. Moreover, recent reports of the apparent nationwide surplus of holders of advanced degrees have caused us to recommend further exploration in this area rather than immediate establishment of specific programs.

We studied the possibility of developing summer programs to share and make fuller use of Wellesley's facilities. There seemed to be relatively little interest in such programs within the College community, perhaps because the greater part of people's energies is devoted to the duties of the regular academic year and because of the time needed for large-scale renovation and maintenance projects during the months when the College is largely vacant.

There are areas that the Commission has explicitly not studied because they are the concern of other groups. Two examples are flexibility in grading (see "Note Concerning Evaluative Procedures" in the Johnson-Rock report) and the honors program, which are the purview of the Committee on Curriculum and Instruction.

As our study proceeded and we became more fully informed, we grouped the elements of our investigation into four areas of commitment: quality education for women; flexibility and innovation in the curriculum; creative change in the College community; and programs that include men on campus.

We have formulated a philosophy for Wellesley's future that is based on these commitments. We believe that Wellesley should go forward as a strong liberal arts college, with enduring concern for the education of women in order to continue to prepare young women realistically for life and active service in a society that looks and calls for leadership. Second is the continuing need for an educational program that adapts with imagination and flexibility to the present and anticipates the future, in terms both of students' current interests and the potential value of their education in later years. We believe that the College would have a stronger educational program if it educates both men and women, but that this can and should be done in a way differing from what is commonly viewed as traditional coeducation. We would hope that women and men can be educated together in such a way that each will come to respect the other's distinctive and individual capabilities, that women's capacities for competence and leadership can be recognized, and that students can be prepared to live in a society in which there is equality of opportunity for women and men.

With this as our philosophy for the future of Wellesley College, we offer our recommendations, which are listed on the following pages.

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Recommendations

Parts I-V, outlined below, contain the Commission's recommendations. Tables I-IV give annotated estimates of annual and capital costs of the programs that are recommended.

The Educational Program

A. Programs

1. Freshman and Sophomore Programs

- That research on new educational patterns for the freshman and sophomore years be initiated in 1972-73. Among possibilities to be considered would be the proposals outlined in the Johnson-Rock report and others that might be developed, with implementation of programs possibly in 1973-74.
- That this research be undertaken by the Office of Educational Research and the Committee on Educational Research and Development.

2. Suburban-Regional Studies

- That a program of Suburban-Regional Studies be developed during 1971-72 for possible implementation in 1972-73.
- That a Coordinator of Suburban-Regional Studies be appointed to develop the program.
- That a small number of grants be awarded to visiting scholars and resource persons from the community under the Suburban-Regional Studies program.

Note: While we find merit in such grants, we assign them low financial priority.

Child Care

That a survey of the College and town be conducted in 1971-72 to determine the need, feasibility, and financial consequences of a child care center at the College.

That this survey be carried out under the direction of the Coordinator of Suburban-Regional Studies.

Note: While the results of the survey and the development of the Suburban-Regional Studies program might indicate the need for establishing a child care center, it is generally agreed by the Commission that such a facility would have to be a self-supporting operation.

3. Foreign Study

- That an Exchange Coordinator be appointed to assume responsibility for identifying and increasing opportunities for foreign study in cooperation with students, faculty, departments at Wellesley, and with other institutions in this country and abroad.

Note: While we find merit in making financial aid available for foreign study, we assign it low financial priority.

4. Independent Field Work For Credit

- That exploration of opportunities, criteria, and conditions for independent field work for credit be referred to the Committee on Curriculum and Instruction.

5. Advanced Study

- That programs of advanced study be investigated, starting in 1973-74.
- That this investigation be undertaken by the Office of Educational Research and the Committee on Educational Research and Development.

6. Cultural Perspectives In The Curriculum

- That special courses on women and on race in addition to those now being offered be developed for inclusion in the curriculum as soon as possible.
- That a special staff member in the Office of Educational Research assist faculty members in the development of such courses.

7. Time Required For The Degree

- That present legislation be changed to state that the normal time for earning the B.A. is three to five years.

B. Agencies

1. Office Of Educational Research

- That an Office of Educational Research be established at the earliest possible time.
- That planning and implementation of the programs recommended above be the immediate responsibility of the Office of Educational Research and the Committee on Educational Research and Development.

Special Staff in the Office of Educational Research

That provision be made for retaining special staff members in the Office of Educational Research, as needed.

2. Committee On Educational Research And Development

• That a Committee on Educational Research and Development be established at the earliest possible time.

• That planning and implementation of the programs recommended above be the immediate responsibility of the Committee on Educational Research and Development and the Office of Educational Research.

3. Coordinator Of Suburban-Regional Studies

• That the position of Coordinator of Suburban-Regional Studies be defined, and that a coordinator be appointed for 1971-72.

4. Exchange Coordinator

• That an Exchange Coordinator be appointed for 1971-72, to assume responsibility for exchange programs and foreign study.

C. Related Recommendations in Other Sections

1. Increased Faculty
2. Exchange Programs
3. New Residence Facilities

The Education of Women

A. Faculty and Administration

1. Faculty

• That the present high ratio (approximately 1:1) of women to men on the faculty be maintained.

2. Administration

• That women continue to hold a substantial number of the most important policy-making positions and offices in the College, and that at least one of the three principal administrators (however these are defined) be a woman.

B. Recognition of Variety in Women's Life Styles

1. Part-time Faculty Appointments

• That departmental committees consider the possibility of making holders of part-time faculty appointments eligible for long-term contracts and professorial rank.

2. Nepotism

• That the Committee on Faculty Appointments re-examine present legislation concerning nepotism.

3. Students And Alumnae

• That present opportunities for students to meet alumnae who represent diverse life styles be increased.

4. Continuing Education

• That the Continuing Education Program be expanded.

• That financial aid be awarded to students who demonstrate financial need.

Note: While we find merit in awarding such aid, we assign it low financial priority.

C. Related Recommendations in Other Sections

1. Suburban-Regional Studies
2. Child Care
3. Courses On Women
4. Three- to Five-Year B.A.
5. Counseling
6. Men As Students
7. Composition Of The Student Body

Minorities

A. The Curriculum

1. Cultural Perspectives In The Curriculum

• That one member of the special staff in the Office of Educational Research assist the faculty in incorporating cultural and ethnic differences into present courses and in developing special courses on race.

B. The College Community

1. Faculty

• That current efforts to increase the proportion of members of the non-white community on the faculty be vigorously pursued.

2. Students

• That active recruitment of non-white and other minority students be continued.

3. Transportation

• That investigation be made of the need, feasibility, and financial consequences of extending existing bus transportation facilities to include surrounding non-white communities.

Note: Depending on the results of this investigation, transportation links might be established. We do, however, assign such a project low financial priority.

4. Equal Employment Opportunities Officer

• That a person be designated as an Equal Employment Opportunities Officer for recruiting staff other than faculty.

5. Graduate Fellowships

• That special graduate fellowships be awarded to non-white Wellesley students.

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Note: While we find merit in awarding such fellowships, we assign them low financial priority.

C. Related Recommendations in Other Sections

1. Suburban-Regional Studies
2. Foreign Study
3. Independent Field Work
4. Courses On Women
5. Counseling
6. Exchange Programs

Counseling

That further research on counseling be undertaken as soon as possible in order to develop plans by September 1971 for academic and personal counseling programs suitable to the increasing variety of counseling needs of the entire campus community.

Composition of the Student Body

A. Size and Men

1. Increased Size

• That the size of the College increase from 1750 to 2000 students taking courses on the campus, with the possibility of up to 250 additional students away from the campus in a given year.

2. Number Of Women

• That every effort be made to maintain the number of women educated by Wellesley—1750—either as degree candidates or as exchange students.

Note: See, however, recommendation 4, below.

3. Ratio Of Women To Men

• That a conscious effort be made to arrive as quickly as possible at a campus-based population of approximately 1500 women and 500 men. We recognize the experimental nature of the program proposed here and the constant need for evaluating such an experiment.

4. Women On Exchange And Size

• That the number of women on the campus be reduced to 1500 by encouraging up to 250 Wellesley women to attend another institution on exchange or to take a leave of absence in a given year.

5. Residence Facilities

• That plans be made for construction of residence facilities designed to accommodate up to 250 additional students.

6. Dartmouth Exchange

• That the Dartmouth-Wellesley exchange be initiated as soon as possible.

7. MIT Exchange

• That every effort be made to continue the MIT exchange, which has extended diversity of educational experience and environment for students of both institutions.

8. Degrees For Men

• That immediate steps be taken for the College to acquire the legal capacity to grant degrees to men (*votes:* 9 in favor, 4 opposed).

9. Admission Of Male Transfer Students

• That men be considered for admission to Wellesley as degree candidates (a) after having been exchange students who then apply for transfer to Wellesley, or (b) as transfer students who have completed two years at another institution.

• That the quality of the student body be maintained in accepting men, and that there be no discrimination in favor of male candidates for admission.

10. Nature Of The Experiment

• That the proposed composition of the student body be considered to be in an experimental stage.

B. Diversity

• That efforts be continued to increase the diversity of the student body to the greatest extent possible within the limits of financial resources, the size of the College, and qualifications for admission. A diverse student body must include students from families of moderate means, for whom financial aid should continue to be assured.

C. Related Recommendations in Other Sections

1. Educational Programs
2. Freshman And Sophomore Programs
3. Suburban-Regional Studies
4. Continuing Education
5. Counseling
6. Living Patterns

I
The Educational Program

The educational program is by definition the principal concern of Wellesley College. The purpose of a liberal education is, through a continuous process of learning, to expand and discipline the mind, giving it better perspective, increased understanding and judgment, and a power of clarity of expression. Such a mind becomes a fitting instrument for the realization of man's active and abiding concern for the betterment of the human condition. The quality and effectiveness of undergraduate liberal arts education depends on three coexisting elements: (1) a strong curriculum and high academic standards; (2) continuous reassessment of and change in curricular offerings; and (3) experimentation with new approaches to learning.

Change in the curriculum has taken place at regular intervals since the founding of the College. Today, Wellesley must seek a thoughtful balance between the traditional curriculum and patterns of study, which offer many vital ingredients of a sound education, and more experimental, interdisciplinary approaches to learning, which offer new and stimulating possibilities for preparing students to confront the problems they will encounter in the future.

In their report on educational programs, Mr. Johnson and Miss Rock propose reform and innovation within the present structure of departments and course offerings:

First, we acknowledge the excellent quality of Wellesley's present educational program. As members of the faculty, we are participants in a learning venture which we continue to find intellectually rewarding. We have also learned that a majority of our present students and former students have a high evaluation of their educational experience at Wellesley. Therefore none of our proposals is designed to abolish or replace the basic structure of a Wellesley education: the liberal arts curriculum and its courses; the academic disciplines, their departments and majors.

Second, while recognizing the quality of Wellesley's present education, we propose to take certain steps now to prepare for quality education in the future. . . . We therefore propose to establish agencies for limited educational innovation and evaluation within the Wellesley program of education . . . to facilitate change in a gradual and orderly manner, commensurate with the experience and knowledge developed on our own campus.

The Commission's goals are the reaffirmation of Wellesley's traditional purpose of a high-quality liberal arts education and the addition of new programs explicitly designed to meet the changing expectations of students and the changing cultural context in which education now occurs, with these programs being under continuous evaluation and assessment. In order to ensure a strong liberal arts program, we believe that agencies should be established to provide creative change in educational programs and the curriculum. The recommendations that follow are concerned with new programs and agencies for assessment and change.

A. Programs

1. Freshman And Sophomore Programs

- That research on new educational patterns for the freshman and sophomore years be initiated in 1972-73. Among possibilities to be considered would be the proposals outlined in the Johnson-Rock report and others that might be developed, with implementation of programs possibly in 1973-74.
- That this research be undertaken by the Office of Educational Research and the Committee on Educational Research and Development.

A principal concern of the proposal of Mr. Johnson and Miss Rock is the experience of students during their first two years of college, which many of today's students frequently find repetitive of their high school experience both in method and in subject matter. Instead, the first two years of college should reflect and enhance significant innovations that are taking place in the secondary schools. Two alternative patterns in addition to the present system of departmental studies have been proposed in the Johnson-Rock report: one that would give freshmen and sophomores the opportunity to participate in a non-structured program, and another that would concentrate on an integrative, or interdisciplinary, approach to learning. We believe that the Johnson-Rock proposals and other alternatives to the present pattern of instruction during the first two years require serious consideration.

2. Suburban-Regional Studies

- That a program of Suburban-Regional Studies be developed during 1971-72 for possible implementation in 1972-73.
- That a Coordinator of Suburban-Regional Studies be appointed to develop the program.
- That a small number of grants be awarded to visiting scholars and resource persons from the community under the Suburban-Regional Studies program.

Note: While we find merit in such grants, we assign them low financial priority.

Most if not all regional studies programs, in dealing with the United States, focus exclusively on urban or urban-metropolitan studies. The original proposal for the East Boston-Wellesley (EB-WELL) program, an urban studies project, included the area of suburban studies. This concept has been developed more fully in the report on Suburban-Regional Studies by Mr. Katz and Mrs. Robinson:

We see around us a deepening and expanding environmental crisis: pollution, ecological imbalance, physical decay, and social disruption of our

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communities represent just a few of the serious problems we face. Thus it is natural that there has been an upsurge of interest in the environmental and urban areas recently. However, as of 1970 the nation's suburbs, with over 71 million people, have become the largest sector of the population, exceeding for the first time both the central cities (59 million) and all the rest of the country outside metropolitan areas (71 million). Suburbs, through their numbers, wealth, and political power, hold one of the keys to the solution (or non-solution) of the problems mentioned above. A program focusing on suburban-regional studies could deepen our understanding of these problems and perhaps contribute in some measure toward their solution.

The success of a Suburban-Regional Studies program would depend on its form and direction, and particularly on whether a symbiotic relationship could be developed between the present institutional structure (the academic departments) and the program. The program could fulfill the type of role that is inhibited by the normal academic divisions, that is, it could generate interdisciplinary interactions over a broad range of significant issues. The program . . . would provide an opportunity for students, faculty members, and community people with diverse interests and different perspectives to be drawn together to discuss and analyze problems which are broad in scope and of common concern.

The suburban setting of the College makes it uniquely suited for a program of Suburban-Regional Studies, as does the socioeconomic and ethnic diversity of the surrounding communities. The program could act as a mechanism for the growth and development of the interdisciplinary perspective within the College and allow new educational methods and approaches to evolve.[1] A center, perhaps housed in a small building on or near the campus, with a director and affiliated staff, could provide more effective coordination for newly developed courses and programs than would be possible by means of a conventional interdisciplinary major.

The program would utilize Wellesley's suburban location and the surrounding region for research, field work, and community service. Environmental studies and courses would form a significant portion of the program. Through this effort, a cooperative relationship might be formed between the College, the town of Wellesley, and surrounding communities in which each could benefit from the others' contributions and experience. Resource persons could be invited to come to the campus in professional or non-professional capacities to participate in research projects and share their findings with the College and the community. Grants could be awarded to them, when feasible.

Suburban-Regional Studies would be a distinctively appropriate activity for the College and would add a new dimension to the study of American society. Providing training for effective community service is an important way in which the College could better serve all its graduates. The idea of preparing college-educated men and women for work (paid and volunteer) that will be demanded of them by their communities and their governments has received relatively little attention in educational planning, although the social potential of such work is incalculably great. Moreover, practical acquaintance with existing community services would serve as a valuable supplement to the theoretical, analytical, and historical information provided by courses in the social sciences. Suburban-Regional Studies, with increased opportunity for volunteer work in Wellesley and other towns, could serve a particularly valuable function, since it would enable students to examine objectively the type of community from which many of them come and to which many of them will ultimately return.

Child Care

That a survey of the College and town be conducted in 1971-72 to determine the need, feasibility, and financial consequences of a child care center at the College.

That this survey be carried out under the direction of the Coordinator of Suburban-Regional Studies.

Note: While the results of the survey and the development of the Suburban-Regional Studies program might indicate the need for establishing a child care center, it is generally agreed by the Commission that such a facility would have to be a self-supporting operation.

As Mrs. McLaughlin indicates in her report on day care, a child care facility could perform a significant service within the College and for the town of Wellesley. It might initially have one of two relationships to the town. It could begin as a wholly joint venture, with equal numbers of places reserved for townspeople and for the College community (including students in the Continuing Education program, staff, married students, faculty, and administration). On the other hand, the need on the campus alone might fill all available places, especially if Continuing Education is expanded and diversified. Such a child care facility could be regarded as a pilot project that could move into some kind of relationship with town efforts in the child care area after several years of successful operation.

3. Foreign Study

- That an Exchange Coordinator be appointed to assume responsibility for identifying and increasing opportunities for foreign study in cooperation with students, faculty, departments at Wellesley, and with other institutions in this country and abroad.

1. Of those responding to the Commission's questionnaires, 61% of students, 60% of faculty, and 57% of alumnae supported ("highly desirable" or "somewhat desirable") the establishment of interdisciplinary "institutes" treating issues and problems of special interest.

Note: While we find merit in making financial aid available for foreign study, we assign it low financial priority.

As Mr. Kurtz indicates in his report, foreign study is important to the student in that it provides greater flexibility and variety of educational opportunity and experience with other cultures and languages. It is important to the College because it enlarges and adds further diversity to its curricular offerings.

Opportunities for foreign study are numerous, but they vary widely in quality and purpose, and hence need careful study by faculty and students to ascertain their value. More systematic gathering of information is needed not only to afford students a wider range of choices but also to lend greater institutional support to foreign study as a valid and desirable option. As Mr. Kurtz explains:

There are important limitations to Wellesley's commitment to foreign study, at least over the next five to ten years. I think that at this point, Wellesley's energies and resources should be mainly turned to academic life on campus. Foreign study programs do not necessarily drain the resources of the College. They can be operated without financial loss, and they can, if anything, invigorate an academic department. But much of the resulting intellectual excitement takes place away from campus, and at least some of the energy of the faculty and administration is diverted from the important business of renewing the vitality of the College curriculum. For this reason, I would be dubious about proposals for foreign study on any scale as large as that of the Tufts programs in various countries or of the Dartmouth foreign language and foreign study programs.

Nevertheless, I think that Wellesley should be receptive to proposals for foreign study programs, particularly those which significantly expand the College curriculum and those which can be operated in cooperation with other colleges. I think the Wellesley faculty can establish connections with academic departments at foreign universities, to facilitate student exchanges and admission of Wellesley students into foreign universities. And I think that by improving our methods of advising students about available programs of foreign study, we can freely encourage students to study abroad on programs operated by other colleges and on individual, independent study programs undertaken by students while enrolled in foreign universities.

If financial aid for foreign study were available, a greater number of students could have access to this option.

4. Independent Field Work For Credit

- That exploration of opportunities, criteria, and conditions for independent field work for credit be referred to the Committee on Curriculum and Instruction.

Wellesley presently offers opportunities for off-campus learning, whether for academic credit or not, through the Washington Internships, the East Boston-Wellesley program, and through certain courses. However, these opportunities are available only to a small number of students. A regular program would allow students to present plans for independent field work which, if approved, would be carried out under faculty supervision and would be given academic credit.[2]

Note: Programs 2-4 above must closely relate to the experimental pattern proposed for the composition of the student body. We therefore assign higher *chronological* priority to these programs than to freshman and sophomore programs or to advanced study.

5. Advanced Study

- That programs of advanced study be investigated, starting in 1973-74.
- That this investigation be undertaken by the Office of Educational Research and the Committee on Educational Research and Development.

Programs of advanced study during the last years at Wellesley could include special honors programs, profession-oriented programs, or the first year of professional school and, for students who complete the requirements for the B.A. within three years, advanced degree programs.

6. Cultural Perspectives In The Curriculum

- That special courses on women and on race in addition to those now being offered be developed for inclusion in the curriculum as soon as possible.
- That a special staff member in the Office of Educational Research assist faculty members in the development of such courses.

The educational program of the College should have as one of its primary goals a curriculum that has the greatest possible pertinence for all members of the community. This implies an educational approach that would infuse into all areas of the curriculum diverse cultural perspectives to account for the wide variety of human history, experience, behavior, and values.

Special emphasis is needed, beyond what is presently being offered in courses, in two areas in the next decade: women and race. Courses on women might focus on the history and contributions of women, giving particular attention to the variety of women's life styles in contemporary society. Courses on race should emphasize the history, contributions, and present status of non-white cultures.

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2. In the Commission's questionnaires, 62% of the students and 34% of the faculty who responded said that greater opportunities for independent work would be a major improvement in education at Wellesley.

7. Time Required For The Degree

• That present legislation be changed to state that the normal time for earning the B.A. is three to five years.

At present, a student must make a special appeal to receive the B.A. in three or in five years. If existing legislation were changed to state that the normal time for earning the degree was three to five years,[3] this would provide administrative encouragement for students who elect to complete their degree requirements in fewer than the usual four years. Similarly, extension of the usual time to five years would accommodate students who wish to take fewer courses per semester in order to work more intensively as well as those who feel that a year away from Wellesley to work or to travel is requisite to their intellectual development and maturity.

The Commission is aware of the possible implications of such extensions for financial aid, and urges the appropriate administrative bodies of the College to make clear the guidelines for the extent and nature of support for students who wish to remain for more than four years. To make the educational program of the College more flexible in this way would accommodate the varying patterns of students', and particularly women students', lives.

B. Agencies

For educational programs to develop and curricular change to occur in an orderly manner, they must be preceded by careful study and planning, which is here termed educational research and development. Educational research begins with an identification of strengths and perceived needs of the present program, with study of other institutions and their programs, and proceeds to consider what might be the value and desirability of innovative or experimental changes in programs and the curriculum.

Departments concern themselves constantly with curricular planning and play a significant role in curricular change and development. There is, however, a need for even wider perspective, more time than academic departments now have, and special resources for educational planning and research at Wellesley. Such an approach to planning would range more broadly over the entire field of higher education and more closely coordinate the resources, human and financial, of the institution itself.

In order to implement the programs recommended above and to develop further opportunities for interdisciplinary and independent studies, we recommend that certain agencies, as part of the office of the Dean of the College, be established to assist the faculty in its planning, to conduct educational research over a wide range of considerations for an extended period of time, and to coordinate programs and to provide a means for continuing assessment of such programs.

1. Office Of Educational Research

• That an Office of Educational Research be established at the earliest possible time.

• That planning and implementation of the programs recommended above be the immediate responsibility of the Office of Educational Research and the Committee on Educational Research and Development.

The primary purpose of an Office of Educational Research would be to conduct research in the field of higher education and on the development of educational programs and the curriculum. Headed by a Director of Educational Research, the office would assume the research and development functions of the office of the Dean of the College, who would retain ultimate responsibility for implementation and administration of programs.

The director would work with academic departments and other offices in the College to develop special educational programs, which he would administer and for which he would develop evaluation procedures. His duties would also include overseeing interdepartmental programs. A detailed description of the director's position is given in Appendix A, and other staff positions are described below.

Special Staff in the Office of Educational Research

That provision be made for retaining special staff members in the Office of Educational Research, as needed.

Special staff members in the Office of Educational Research would be retained, as needed, to assist faculty members in developing an interdisciplinary approach to programs and to assist in adding diverse cultural perspectives to the entire curriculum. The first cultural perspectives to be examined would be those of women and of minority groups in contemporary society. As is noted below, the Coordinator of Suburban-Regional Studies might start out as a member of this special staff.

The special staff is conceived as a flexible group, probably consisting of two people at any given time, who would serve as full- or part-time staff or consultants and be selected in accordance with present program needs.

3. The Commission's questionnaires revealed that 51% of students, 57% of faculty, and 34% of alumnae respondents thought that it would be "highly desirable" or "somewhat desirable" to have the normal time for earning the B.A. be three to five years.

2. Committee On Educational Research And Development

- That a Committee on Educational Research and Development be established at the earliest possible time.
- That planning and implementation of the programs recommended above be the immediate responsibility of the Committee on Educational Research and Development and the Office of Educational Research.

A Committee on Educational Research and Development chaired by the Director of Educational Research and composed of five faculty members, three students, and the Director of Educational Research would gather information about research and new programs in higher education, receive and consider program proposals, examine questions of long-range educational policy, develop pilot projects, and evaluate special educational programs. In receiving proposals from faculty and students, the committee would serve as a liaison between the College community and Academic Council, to which it would recommend educational programs and policies. Because one of the committee's principal concerns is examination of educational policy, we propose that it replace and assume the functions of the present Committee on Educational Policy.

3. Coordinator Of Suburban-Regional Studies

- That the position of Coordinator of Suburban-Regional Studies be defined, and that a coordinator be appointed for 1971-72.

Initial development of the Suburban-Regional Studies program and writing a job description for a program coordinator would be undertaken by the Director of Educational Research and the Committee on Educational Research and Development. The coordinator might be a member of the special staff of the Office of Educational Research during the first year, when he would continue to explore and develop the Suburban-Regional Studies program and direct a child care survey. The coordinator and his staff would assume responsibility for implementation and further development of the program. Suburban-Regional Studies might attain a status similar to that of a department, with the coordinator administering the program under the office of the Dean of the College.

4. Exchange Coordinator

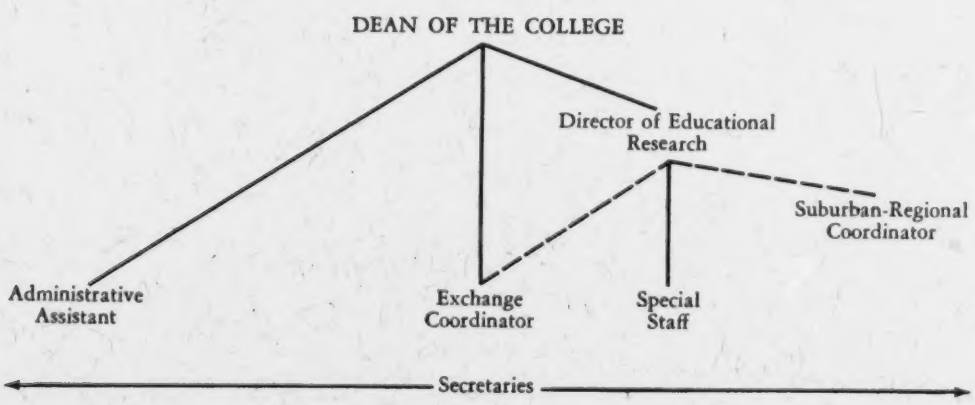
- That an Exchange Coordinator be appointed for 1971-72, to assume responsibility for exchange programs and foreign study.

At present, administration and advising for the MIT and Twelve College exchanges, the proposed Dartmouth exchange, foreign study, and for exchange students at Wellesley are divided among several offices. Responsibility for these programs and functions should be assumed by one office, under the supervision of an Exchange Coordinator, who would work in cooperation with the offices of the Dean of the College, Educational Research, and the departments.

The below diagram shows the proposed structure of the office of the Dean of the College.

C. Related Recommendations in Other Sections

1. Increased Faculty. An increase in the size of the faculty (which is related to an increase in the student body) would provide the opportunity to introduce new programs without affecting existing departmental structures.



2. EXCHANGE PROGRAMS. Exchanges have proved to be an important element of diversity in the educational experience of students who have participated in them. The proposed Dartmouth exchange would provide special opportunities for departmental and institutional cooperation and faculty exchange in addition to its benefits to students.

3. NEW RESIDENCE FACILITIES. New residence facilities could be designed so as to accommodate new educational patterns such as those discussed in the Johnson-Rock report.

Tables I-IV give estimated costs for programs described in this section.

II The Education of Women

Wellesley College was founded for the purpose of providing for women a liberal arts education of the same high standard as that offered at the best colleges for men in the latter part of the nineteenth century. In his "Sermon on the Spirit of the College" in 1890, Henry Fowle Durant defined higher education as "the supreme development and unfolding of every power and faculty." His goal was to provide women with intellectual and personal self-assurance, to inculcate in them the social consciousness, integrity, and courage that are the spirit of service to others. Of the education of women he said:

> The Wellesley College plan of education . . . asks the co-operation of teachers and students in that revolt which is the real meaning of the Higher Education of Women. We revolt against the slavery in which women are held by the customs of society . . . the subordinate position, the helpless dependence, the dishonesties and shams of so-called education. The Higher Education of Women is one of the great world battle-cries for freedom; for right against might. It is the cry of the oppressed slave. It is the assertion of absolute equality.

The success of Mr. Durant's endeavor may be measured by the opportunities for leadership that Wellesley has provided for its students and for members of its faculty and administration, a majority of whom have always been women. The faculty takes seriously the intellectual development and attainments of women. Prime evidence of the quality of instruction and respect for women's capabilities is found in the achievements of the alumnae and their concern for the College.

In reaffirming the College's continuing commitment to the education of women, our goal is to create an academic community in which there is equality of opportunity for women and men to share positions of leadership and responsibility. Our hope is that such equality might directly benefit those within the community and, by their example, society at large. Because current evidence indicates that opportunities for women are still limited in most institutions of higher education,[1] present opportunities for women should be maintained in all sectors of the College. The recommendations that follow are concerned with women of all ages.

(This Report is continued on page 71)

1. See Ruth M. Oltman, "Campus 1970: Where Do Women Stand?" *AAUW Journal*, November 1970, pp. 14-15. In a sample of 376 coeducational schools and 59 women's schools, 34 of the former report that there are no women chairmen of departments in fields traditionally considered women's: nursing, languages, education, and the like. Women in high administrative posts are claimed by 92% of the coeducational schools, but Dr. Oltman says that they are "seldom employed in positions involving critical decision-making and are not actively recruited at higher levels." Women students usually hold non-elective posts in student activities, such as editor of the yearbook or literary magazine, or as chairman of freshman orientation, and are more likely to serve as secretary or treasurer of student and class government. There are proportionately fewer women on student-staff committees as well.

A. Faculty and Administration

1. Faculty

- That the present high ratio (approximately 1:1) of women to men on the faculty be maintained.[2]

2. Administration

- That women continue to hold a substantial number of the most important policy-making positions and offices in the College, and that at least one of the three principal administrators (however these are defined) be a woman.

B. Recognition of Variety in Women's Life Styles

1. Part-time Faculty Appointments

- That departmental committees consider the possibility of making holders of part-time faculty appointments eligible for long-term contracts and professorial rank.

As Mrs. Lefkowitz indicates in her report on the education and needs of women,

> Part-time appointments are available for visiting professors, and for instructors or lecturers, but there is no existing policy for awarding long-term contracts or professorial rank to deserving instructors who can continue only on a part-time basis. The principal arguments against regularized part-time appointments have been concerned with distribution of administrative work, since part-time instructors are not asked to serve on committees and do not always participate in department functions. However, clear stipulation that long-range part-time appointments involved service on Departmental Committee A, supervision of 350 and 370 projects, and in the case of half-time or more, eligibility for nomination to certain faculty committees, would prevent overburdening of the full-time faculty. Regularized part-time appointments would be of particular (but not exclusive) assistance to women with very young children.

2. Nepotism

- That the Committee on Faculty Appointments re-examine present legislation concerning nepotism.

Present legislation (*Articles of Government*, Book I, Article IX, Section 1.c) states that husband and wife may not be appointed to full- or part-time positions in the same department. In the event that two persons in a department marry, the person who is junior in rank or in service within an equal rank must ordinarily withdraw at the end of that academic year or, in exceptional cases, at the end of the next academic year.

Mrs. Lefkowitz says that nepotism rules in many institutions result in the dismissal or non-appointment of women who marry people in their own field. She suggests that "diversity in departmental control might be served as effectively by restricting membership on those committees that make recommendations on appointments to one member of any given family."

3. Students And Alumnae

- That present opportunities for students to meet alumnae who represent diverse life styles be increased.

An intensified program to bring alumnae to the campus would make it possible for more students to talk with women in a variety of fields. A system of informal internships with alumnae in other areas of the country would be another significant way in which to acquaint students with diversity in women's opportunities and life styles.

4. Continuing Education

- That the Continuing Education program be expanded.
- That financial aid be awarded to students who demonstrate financial need.

Note: While we find merit in awarding such aid, we assign it low financial priority.

The Continuing Education program provides an important service in permitting women to combine study on a part- or full-time basis with family and vocational responsibilities. In so doing, the program recognizes and supports varying life styles. It enables women to resume undergraduate study after an interruption of college work, to prepare for graduate study, or to explore a new field. Because most Continuing Education students are somewhat older, their varied experience and points of view can serve as examples for undergraduates and enrich classroom discussion for students and instructors.

Awarding financial aid to Continuing Education students who demonstrate financial need would ensure greater diversity in students' backgrounds and encourage more people to apply.[3]

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2. As Mrs. Lefkowitz says in her report on the education and needs of women, "The high percentage of women on the faculty and administration at Wellesley is particularly commendable. . . . Of the 1970-71 officers of instruction, 55% are women, in contrast to 36% at Smith or 43% at Bryn Mawr in 1969-70, not to mention the notoriously low percentages at coeducational schools like Harvard (13.5%, with almost all in the junior ranks), Stanford (5%), Chicago (7%), or even Swarthmore (19%). The high percentage of women on Wellesley's senior faculty (58% as compared with Smith's 28%, Bryn Mawr's 29%, Harvard's 0.42%, and Swarthmore's 7%) provides the strongest evidence of a consistent effort to avoid the discrimination practiced in the larger society and even at other women's colleges."

3. On the basis of present enrollment in the program, it is estimated that about 20% of the students would require such aid. In later years, the availability of financial aid would probably increase the number of qualified applicants.

C. Related Recommendations in Other Sections

1. SUBURBAN-REGIONAL STUDIES. Such a program would be of particular significance to women, many of whom have spent and will spend much of their lives in suburbs.

2. CHILD CARE. A child care facility would provide a means and example for women students and faculty to combine study and career with marriage.[4]

3. COURSES ON WOMEN. Additional courses focusing on women would increase awareness of the role of women in the past, present, and future, as would inclusion of material concerning social forces affecting women and women as a topic of research in courses presently being offered.[5]

4. THREE- TO FIVE-YEAR B.A. Being able to complete requirements for the B.A. over a period of three to five years would better suit the varied patterns of women's lives.

5. COUNSELING. Improvements in the counseling program would help women students to meet and deal realistically with the ever-increasing number of options in their educational and life patterns.

6. MEN AS STUDENTS. Men who study with women would have an opportunity to gain a more realistic appreciation of women's intellectual and vocational capabilities.

7. COMPOSITION OF THE STUDENT BODY. The proposal to admit a limited number of men as degree candidates only after having completed two years of study is intended to enable the College to continue to pay special attention to the concerns of women, particularly in their first two years. To continue to educate the same number of women as at present would maintain opportunities for women at Wellesley.

Tables I-IV (pages 83 and 84) give estimated costs for programs described in this section.

4. When asked about child care in the Commission's questionnaires, faculty and alumnae who either favored or were neutral about it replied as follows:

	Highly desirable	*Somewhat desirable*	*Neither desirable nor undesirable*
Faculty responses			
For faculty children	37%	19%	21%
For children of married students	41	22	16
Alumnae responses			
For faculty children	24	32	21
For children of married students	25	31	17

5. In the Commission's questionnaires, students and faculty were asked about the role of women as a subject of whole courses or within courses and as a topic for research. Respondents who felt that such study was "essential," "very important," or "somewhat important" answered as follows:

	Students			*Faculty*		
	Esstl	*Very impt*	*Smwht impt*	*Esstl*	*Very impt*	*Smwht impt*
Vehicle for study of role of women						
Curriculum						
Whole courses	18%	23%	31%	9%	21%	24%
Within courses	19	27	32	14	17	32
As a subject of research	22	28	33	16	33	28

III Minorities

We believe that achievement of a diversified student body, faculty, and staff cannot occur in an atmosphere that does not recognize a wide range of differences of outlook, background, and values. Even though prejudice of all kinds—ethnic, racial, religious—persists, the educated person should be expected to have eliminated this form of unreason through his experience with and understanding of those who differ from him. The proper educational climate must therefore provide an experience that affords genuine encounter and understanding among all who participate.

Our goal is greater variety of cultural perspectives at Wellesley College. Our recommendations are concerned with the educational program and with the members of the College community.

A. The Curriculum

1. Cultural Perspectives In The Curriculum

• That one member of the special staff in the Office of Educational Research assist the faculty in incorporating cultural and ethnic differences into present courses and in developing special courses on race.

In her report on minority groups at Wellesley College, Miss Bonadie states that courses such as those in black studies represent additions to rather than substantive changes in the curriculum. She recommends

> the pervasive inclusion of racial and cultural differences within [present] course structures . . . to give the student—all students, black/brown and white—an honest exposure to a society composed of individuals and groups from widely different backgrounds and cultures. . . . Massive infusions of new materials and experiences reflective of the wide variety of human behavior, conditions, contributions and values must be made in order to meet the needs of the student community.

The special staff member in the Office of Educational Research might, in addition to his curricular responsibilities, periodically examine the composition of the teaching staff of the College and make recommendations to the office of the President based on his findings.

B. The College Community

In her report Miss Bonadie says that "the first and most obvious procedure [for having racial and cultural diversity] is one of achieving high visibility of [non-white] people on Wellesley's campus—throughout the administration, throughout the student body, throughout the faculty, and clerical and supportive staff."

1. Faculty

• That current efforts to increase the proportion of members of the non-white community on the faculty be vigorously pursued.

2. Students

• That active recruitment of non-white and other minority students be continued.

3. Transportation

• That investigation be made of the need, feasibility, and financial consequences of extending existing bus transportation facilities to include surrounding non-white communities.

Note: Depending on the results of this investigation, transportation links might be established. We do, however, assign such a project low financial priority.

4. Equal Employment Opportunities Officer

• That a person be designated as an Equal Employment Opportunities Officer for recruiting staff other than faculty.

5. Graduate Fellowships

• That special graduate fellowships be awarded to non-white Wellesley students.

Note: While we find merit in awarding such fellowships, we assign them low financial priority.

In her report Miss Bonadie describes fellowships for non-white Wellesley students for work toward the Ph.D. after graduation:

> The assumption here is that Wellesley would pay the full cost for three years of study in an academic discipline up to the writing of a dissertation, starting with two students, and one student per year thereafter, the grant renewable depending upon performance. It might be possible to supplement Wellesley's faculty by asking students to return to Wellesley to teach for at least one year, making the built-in possibility of a pool from which Wellesley could then choose permanent faculty members.

C. Related Recommendations in Other Sections

1. Suburban-Regional Studies. This program would provide an opportunity to study the problems of non-white people in suburban communities.

2. Foreign Study. Expanded foreign study would afford students the opportunity for study in disciplines and institutions that place particular emphasis on non-white and other minority cultures.

3. Independent Field Work. Independent field work could provide particularly relevant educational experience for non-white students.

4. Courses On Women. Courses on women should include the unique role of the black woman in society.

5. Counseling. Expansion of the counseling program, including the addition of more profes-

sional persons from minority groups to the counseling and infirmary staffs, would further help to meet the needs of minority students (see IV).

6. EXCHANGE PROGRAMS. Exchanges give minority students the opportunity to participate in black studies and other special programs and to take courses at member institutions.

Tables I-IV give estimated costs for programs described in this section.

IV Counseling

The Commission perceives a clear and immediate need for an improved counseling program but feels that further analysis and review are needed before a definitive program can be formally proposed. We therefore recommend

That further research on counseling be undertaken as soon as possible in order to develop plans by September 1971 for academic and personal counseling programs suitable to the increasing variety of counseling needs of the entire campus community.

With greater freedom to fashion their educational program and their own life styles, Wellesley students today are faced with a wide array of choices. They frequently need and want advice and counsel in many areas of their academic and personal lives. The need for improved and broader counseling for students has been clearly indicated in both the student and faculty questionnaires and by alumnae at Regional Councils.[1]

The Commission's consideration of counseling has encompassed three distinct types of activity: (1) academic counseling, relating to the selection of courses and other academic issues; (2) personal counseling, relating to immediate personal choices and plans for the future; and (3) enrichment of the quality of life on the Wellesley campus. Preliminary studies of counseling have been made by the Commission.

We urge that further study of counseling be given particularly high priority so that changes in the present counseling program can be initiated by September 1971 to meet the needs not only of students but of others in the College community. We hope that financial resources will be ensured for developing an adequate, but not necessarily elaborate, program. Although it is not possible to assess the cost of a changed counseling program at this time, we agree that requisite financial support should be made available.

1. In the Commission's questionnaires, student respondents rated advising on personal matters as follows: 4% "excellent," 20% "good," 41% "fair," and 32% "poor." In the area of general academic advising, 19% were "enthusiastic" or "very satisfied," 37% "satisfied," and 39% "dissatisfied" or "very dissatisfied." With respect to academic advising, in choosing a major over 60% of the students found themselves and their own judgment to be the most helpful source of advice; other sources cited as being helpful were a course (11%), a faculty member (8%), student friends (3%), reputation of a department (2%), family (2%), and a class dean or other administrative person (0.1%). Help in choosing a career followed a similar pattern: no one (37%), faculty members (23%), other students (21%), family (12%), the office of Career Services (2%), and a dean (2%).

As might be expected, faculty members gave somewhat higher ratings of the value of their counseling of students in the same areas.

Counseling was a major topic of discussion at the Regional Councils, where alumnae felt strongly that extended counseling services are necessary and desirable as curricular flexibility increases and students take more responsibility for making decisions.

V Composition of the Student Body

As we look to the future, we conceive of an ideal society in which true equality of opportunity for both women and men will prevail. We have considered how Wellesley, historically committed to excellent education for women, might play a role in achieving such a society. In our opinion, Mr. Durant's ideal of equal educational opportunities for women today requires reinterpretation. Dedication to his ideal in the 1970's implies the introduction of men onto the campus, where they will work together with women in the classroom and in related campus activities.

We believe that Wellesley should include men as students. It should not, however, become a coeducational college in the traditional sense, where activities and leadership roles are oriented primarily to men and where the great majority of faculty and administrators are men. By educating students of both sexes in a context that recognizes and consciously focuses on the complex but as yet not clearly perceived role of women in the society of the future, Wellesley can provide distinguished leadership. Men would receive some of their undergraduate education in an environment where women—students, faculty, and administrators—are in positions of leadership and responsibility. In a memorandum of November 1970, Mrs. C. S. Bell went beyond what might be viewed as "men at a girls' school" to define a coeducational situation as one that

> requires a strong faculty with men and women scholars in all departments and at all ranks, with officers in administrative and managerial positions consisting of both men and women, with no clear identification, for example, of clerical and secretarial appointments as female jobs serving male executives. Such circumstances could lead both men and women undergraduates to expect that at institutions of higher learning the ability to perform a given task or acquire a given skill, is not sex-related.

Wellesley has already moved in the direction of having men on campus through the MIT-Wellesley exchange, which began in 1968-69, and Wellesley's entrance into the Twelve College Exchange in the spring of 1970. To have men as resident students affords women and men the opportunity to meet and deal with one another on intellectual, not purely social, grounds. Contact with men on a regular, day-to-day basis is viewed by many as being highly desirable. Available evidence indicates that the presence of men would be a positive means of continuing to attract students of high quality.[1] The majority of top-ranking high school seniors, for example, prefer universities, coeducational colleges, or colleges in which students of both sexes are present.[2] Nearly all of the Wellesley students who responded to the Commission's questionnaire said that they felt it was important to have men as friends as part of their college experience, and that the presence of men would improve not only the social aspects of Wellesley but educational and cultural aspects as well.[3]

Flexibility In Planning

In considering the introduction of a greater number of men,[4] there were some members of the Commission who favored Wellesley's becoming a fully coeducational college (with equal numbers of men and women), others who wished to admit men in varying numbers, and others who wished Wellesley to remain a college that granted degrees only to women. As these possibilities and the problems inherent in each were examined, a position developed that represents a consensus on the best manner in which to proceed.

The most important element of this position

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1. All groups were asked in the Commission's questionnaires if they believed that quality women are no longer attracted to women's institutions. Fifty-six per cent of student respondents, 44% of faculty, and 38% of alumnae said they would either "strongly agree" or "somewhat agree" with this statement.

2. In January 1968, Smith and Princeton surveyed seniors at 19 "superior private and public secondary schools throughout the country." Of the 4680 who replied, 81% of the male students and 79% of the females in the upper two-fifths of their class felt that a college having both men and women, as compared with students only of one's own sex, would "increase its attractiveness." The male-female percentages for the lower three-fifths of the class were 74% and 67% respectively (*Princeton Alumni Weekly*, September 24, 1968, p. 8).

In the Commission's 1969 survey of schools from which top-ranking girls applied to Wellesley between 1965 and 1969, the percentage of those entering women's colleges declined steadily from 35% in 1965 to 23% in 1969.

In the Commission's 1970 survey of 20 high school guidance counselors, coeducation was considered to be the single factor of greatest interest to girls in considering what they desire in a college.

3. In the Commission's questionnaires, 80% of the students considered having men as friends in college "very important," and 13% said that it was "somewhat important." Further, when asked whether having many more men on campus would improve the educational, cultural, and social quality of Wellesley, the following response was obtained:

	Strongly or somewhat agree	*Don't feel strongly*	*Strongly or somewhat disagree*	*No Answer*
Educational	64%	13%	20%	2%
Cultural	58	25	15	2
Social	86	7	5	2

4. See Exhibit A for detailed student, faculty, and alumnae views concerning men on campus.

is that all steps toward a larger number of male students at Wellesley should be treated as a series of experimental stages. Each step should be evaluated to keep choices open for the foreseeable future.

Wellesley should make every effort to continue to educate approximately the same number of women as at present, either as degree candidates or as exchange students, for opportunities for women's education at Wellesley should not be reduced.[5] At the same time, Wellesley should work toward educating a ratio of approximately three women to one man on the campus as soon as possible. There is division of opinion about the method of achieving this ratio, as noted below. Our goal is to create an institution in which men are present as students and are viewed as equals, and one in which men and women share positions of leadership and responsibility. The following recommendations represent steps toward this goal.

5. Faculty and alumnae were asked in the Commission's questionnaires whether, assuming qualified male students applied, they would prefer that men be admitted as additional students or that the number of women be reduced in order to keep the enrollment constant. They replied as follows:

	Faculty	*Alumnae*
Any men (either visiting or permanent) be admitted as additional students beyond the present number of women, *or*	52%	41%
Enrollment be held constant, reducing the number of women students to permit the enrollment of men	34	39

Fourteen per cent of the faculty and 20% of alumnae did not answer this question.

Exhibit A

Views of the Three Constituencies on the Specific Desirable Proportion of Men on Campus

All groups were asked in the Commission's questionnaires what specific proportion of men on campus they considered desirable. As seen in the "Total" columns in the accompanying tables, a majority of students, a plurality of faculty, and a strong minority of alumnae favored about 50% men. To have no men or very few men on campus received very little on-campus support, and modest (22%) support from alumnae.

Time at Wellesley is an important factor differentiating faculty and alumnae views, but is little related to variations in student views. Among the students, only the Class of 1970 showed any marked patterns; they, compared to other students, more strongly favored 50% or more men on campus. Among the faculty, views were remarkably stable among those who had been at Wellesley for a short or intermediate period of time; those having been at Wellesley for a longer period of time were still favorable to many more men on campus, but significantly less so than the others.

Among alumnae, a clear delineation can be seen between those in classes since 1960: about half of these recent alumnae favor 50% or more men, whereas alumnae in older classes show much less support for 50% men and much more support for no men. Although the reactions are not monolithic, generally speaking, the more recent the alumna the more one is likely to find a supporter for many more men on campus. The proportion of "no answers" is particularly high among earlier alumnae (and among older faculty); based on the responses of those from these subgroups who did answer the questions, this fact appears to result in an understatement of negative reactions to many more men on campus.

Specific Proportion of Men Desirable

	Students Year of Graduation					*Faculty Years at Wellesley*			
	'73	*'72*	*'71*	*'70*	*Total*	*1–6*	*7–19*	*20+*	*Total*
0%	3%	1%	4%	0%	2%	3%	—%	4%	2%
1-15%	8	4	3	2	5	3	—	12	4
16-30%	13	14	18	10	14	20	20	29	23
31-49%	12	15	10	13	13	13	23	8	14
50%+	57	58	53	66	58	49	45	21	42
No answer	7	8	12	10	8	13	13	25	15

	Alumnae Year of Graduation						
	Pre '30	*'30 '42*	*'43 '49*	*'50 '59*	*'60 '64*	*'65 '69*	*Total*
0%	22%	18%	17%	14%	4%	9%	16%
1-15%	5	6	6	6	6	5	6
16-30%	12	9	12	12	11	10	11
31-49%	10	9	8	10	10	15	10
50%+	12	28	37	31	54	49	31
No answer	40	29	19	26	15	11	26

A. Size and Men

1. Increased Size

• That the size of the College increase from 1750 to 2000 students taking courses on the campus, with the possibility of up to 250 additional students away from the campus in a given year.

We have given extended consideration to the size of the College: whether to decrease it, keep it the same, or increase the number of students.[6] We feel that any increase in size should be compatible with retaining the advantage of a relatively small community, and therefore we do not recommend expansion on any large scale. Expansion to the degree we envisage could increase existing opportunities for greater diversity of race, sex, age, and economic, social, and geographic background in the student body. Increasing the size of the College is intended to provide the opportunity for men to be educated in an environment where women are in positions of leadership as administrators, students, and faculty members.

We are aware of the financial factors involved, especially those connected with additional dormitory, classroom, and office space, and of their relation to plans for other future projects of the College. Other groups within the College, working concurrently but not with the Commission, have been considering such projects as a Science Center, the renovation of Pendleton Hall, expansion of the Jewett Arts Center and the Library, and possible programs of Chinese and Judaic studies. The new construction, renovation, and expansion of buildings proposed by these groups might to some extent satisfy the space allocations required for an enlarged student body.

In studying the financial implications of increasing the size of the College, we estimate that expenditures directly connected with an increase in size would, in most cases, exceed the new income produced. At the same time, we have identified positive budgetary reasons for increasing the size of the College, chief of which would be the opportunity to expand and develop the curriculum: the new faculty needed to teach a greater number of students could be primarily those who would teach in new areas of the curriculum.

2. Number Of Women

• That every effort be made to maintain the number of women educated by Wellesley—1750—either as degree candidates or as exchange students.

Note: See, however, recommendation 4, below.

3. Ratio Of Women To Men

• That a conscious effort be made to arrive as quickly as possible at a campus-based population of approximately 1500 women and 500 men. We recognize the experimental nature of the program proposed here and the constant need for evaluating such an experiment.

The 500 men would consist of approximately 250 incoming exchange students and 250 transfer students, the latter having completed two years of college. In exploring the various ways of introducing men on campus, it was determined that exchange students and junior-level transfer students (see recommendation 9, below) would provide the greatest flexibility and least additional cost. We recommend that the number of exchange students be limited to approximately 210-250. Exchange students have proved to be highly committed to their work at Wellesley, but by the very nature of their program are not as deeply involved in a major field at Wellesley as students who are enrolled as degree candidates. MIT students, because they are not in academic residence at Wellesley, would not be included in this limitation.

4. Women On Exchange And Size

• That the number of women on the campus be reduced to 1500 by encouraging up to 250 Wellesley women to attend another institution on exchange or to take a leave of absence in a given year.

Present exchange programs should be enlarged, both to increase educational opportunities for students, and to reduce the number of women actually on the campus each year to approximately 1500 in order to accommodate the number of men proposed in recommendation 3, above. There is clear division of opinion, however, about increasing the number of resident men (a) in a year when fewer women wished to go out on exchange, or (b) if the College did not increase in size, because this would necessitate reducing the total number of women in both cases.

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6. All groups were asked in the Commission's questionnaires what they thought the size of Wellesley's student body should be, irrespective of coeducation:

	Decreased somewhat	*Kept about the same*	*Increased somewhat*	*Increased greatly*	*No Answer*
Students	4%	49%	40%	5%	2%
Faculty	1	34	51	10	4
Alumnae	6	53	31	4	6

The Population Impact Study gives detailed estimates of capital and continuing costs prospectively associated with various total sizes and male-female "mixes" of the Wellesley student body.

5. Residence Facilities

• That plans be made for construction of residence facilities designed to accommodate up to 250 additional students.

6. Dartmouth Exchange

• That the Dartmouth-Wellesley exchange be initiated as soon as possible.

Since the spring of 1970, when Dartmouth College invited Wellesley to explore the possibility of an extended exchange program for students and a small number of faculty members, exploratory meetings have taken place between students, faculty, administrators, and departments at both institutions. The exchange is viewed as an integral part of the educational program of each institution and as a means of providing an opportunity for the two colleges to coordinate certain aspects of their long-range planning. Special facilities and offerings of each could be made available to the other. The exchange would provide students and faculty with the general educational benefits of diversity in teaching and learning and of a change in location, as well as some special benefits of cooperation between particular departments and programs.

These opportunities for departmental and institutional cooperation and for faculty exchange, as well as the magnitude of the exchange, make the Dartmouth-Wellesley exchange differ to a significant degree from the Twelve College Exchange. Neither institution considers the exchange as a total program of coeducation. Each regards it as an extension and diversification of educational experience for students and faculty.

Dartmouth indicated at the beginning of its discussions with Wellesley that it was considering a proposal that would combine the admission of women to Dartmouth as degree candidates and the enlargement of exchange programs. This would enable Dartmouth to increase substantially the number of women on the campus. Dartmouth is now working out changes in its academic program that are likely, among other changes, to accommodate a significant increase in enrollment.

7. MIT Exchange

• That every effort be made to continue the MIT exchange, which has extended diversity of educational experience and environment for students of both institutions.[7]

7. The Commission's questionnaires asked all groups to comment on continuation of the MIT exchange. Eighty-four percent of the students, 68% of the faculty, and 62% of the alumnae who responded thought that this arrangement was "strongly desirable" or "somewhat desirable." Some 37% of the students reported that they had developed non-dating friendships with MIT students through the exchange.

8. Degrees For Men

• That immediate steps be taken for the College to acquire the legal capacity to grant degrees to men (*votes:* 9 in favor, 4 opposed).

9. Admission Of Male Transfer Students

• That men be considered for admission to Wellesley as degree candidates (a) after having been exchange students who then apply for transfer to Wellesley, or (b) as transfer students who have completed two years at another institution.

• That the quality of the student body be maintained in accepting men, and that there be no discrimination in favor of male candidates for admission.

Because of the experimental nature of the program, we are recommending an increase in the number of men through exchanges and transfer, rather than through admission as freshmen. One distinct advantage of admitting transfer students is that they have already been selected and evaluated by the institutions from which they come. There is, however, difference of opinion about the class level at which men should be admitted as transfer students. Those who favor admitting men after their sophomore year argue that admitting male transfer students at the junior-class level would give the College the opportunity to continue to pay full attention to the education and needs of women in their first two years, and that it would bring students to Wellesley who would presumably have more well-defined educational reasons for transferring. There are others who see no significant difference between admitting men as sophomores and as juniors. They have expressed the concern that the present recommendation might seriously limit opportunities for increasing the number of men on campus. A third alternative, which met with a clear division of opinion, would be to admit men after one year at another institution, but to give preference to male transfer students who have completed two years elsewhere.

10. Nature Of The Experiment

• That the proposed composition of the student body be considered to be in an experimental stage.

We are aware that it may be recommended in the future that men no longer be accepted as transfer students or as exchange students, or that the ratio of 3:1 is close to an ideal, or that male freshmen be admitted, or that the number of men being educated at Wellesley be increased.

B. Diversity

That efforts be continued to increase the diversity of the student body to the greatest extent possible within the limits of financial resources, the size

of the College, and qualifications for admission. A diverse student body must include students from families of moderate means, for whom financial aid should continue to be assured.

C. Related Recommendations in Other Sections

1. EDUCATIONAL PROGRAMS. Expansion of the student body would necessitate additions to the faculty and to the instructional budget. New educational programs would also necessitate additional expense, whether or not the College were expanded, but could be introduced without affecting existing departmental structures. If expansion and new programs were implemented at the same time, duplication of expense could be minimized.

2. FRESHMAN AND SOPHOMORE PROGRAMS. New residence facilities could be designed so as to accommodate new educational patterns such as those discussed in the Johnson-Rock report, which would be studied by the proposed Office of Educational Research.

3. SUBURBAN-REGIONAL STUDIES. The Suburban-Regional Studies program is given high chronological priority because of its emphasis on students in the sophomore, junior, and senior years. It should attract a widely diverse group of students.

4. CONTINUING EDUCATION. The presence of older women as students in the Continuing Education program provides diversity of age, experience, and point of view.

5. COUNSELING. Diversity in the College underlines the need for changes and improvements in counseling, as indicated in the section on counseling (see IV).

6. LIVING PATTERNS. Expansion of the College and the concomitant construction of new residence facilities would provide opportunities for new living patterns.

Tables I-IV give estimated costs for programs described in this section.

Conclusion

In considering the future of the College, we believe that continuing evaluation of progress is not only desirable but essential. We therefore recommend (1) that the office of the President submit an annual progress report at the April meeting of the Board of Trustees on the achievement of goals set forth in this report, and that such a report be made to all the constituencies represented on the Commission, and (2) that the Trustees consider forming a small representative group to continue self-study of the College within the next five years.

The College should continue to expand its program of identifying the Wellesley of today and the future to prospective students as well as to alumnae, potential faculty members, and all others who have an interest in higher education. Greater involvement of present students and recent alumnae should be developed to the fullest extent. A more sophisticated program of public relations on all levels, through personal contact and in printed materials, would increase the College's effectiveness in giving persons who are not on the campus an accurate and vivid impression of the College as it is now and of its plans for the future.

In submitting its recommendations, the Commission fulfills its mandate from the Trustees. Commission members are prepared, however, to be of service for the remainder of the year in any ways that the Trustees or Academic Council might consider helpful.

We make our recommendations in the spirit of Wellesley's particular strengths and its historical capacity for change and development. We would have Wellesley carry on its central purpose, that of serving society by meeting its needs in a diversity of ways. To this end, Wellesley will continue to recognize the distinctive qualities, needs, and capabilities of individual students and the esteem in which they hold themselves and society.

We believe that Wellesley College will embark on its second century with confidence because of the strength it now possesses and because of the commitment of the institution to developing new ways to serve society in the future.

Letters

To the Board of Trustees
From Ruth M. Adams

I agree with the other members of the Commission in recommending in large part the adoption of their proposals relating to the educational program at Wellesley, the education of women at Wellesley, and the concern for the involvement of minorities at Wellesley. I believe that the programs and principles identified in these parts of the Commission's report represent the best thinking of those who were asked to explore these concerns.

I cannot join my fellow-members of the Commission in proposing that Wellesley College grant degrees to men and accept them as transfer students.

Wellesley has an historical commitment to the education of women, a commitment that, in these times of heightened consciousness on the part of women, is perhaps more consequential than for many prior years. Creative thinking about the education of women is a national and international need, and one which Wellesley should undertake to fill. While such education should include social and classroom experiences with men, it does not require the granting of degrees to men.

I believe that the climate of thought concerning the translation of women's institutions to co-educational colleges has changed in the past year, due in some part to the better elements of the women's liberation program and to the serious reviews given their identification by such colleges as Bryn Mawr, Goucher and Chatham. The value for women of colleges devoted particularly to their needs receives today wider support. The American Academy of Arts and Sciences, in the report of its Assembly on University Goals and Governance (p. 30), comments:

> Women's colleges, despite their financial and other problems, ought not lightly to abandon their identity. This is particularly so when many coeducational institutions continue to be male-oriented. Few have managed to protect or further the position of women. The present tendency, which is to eliminate women's colleges, may be unfortunate. Schemes for coeducation at women's and men's colleges are rapidly gaining favor; many of these proposals may be ill-conceived. The concern on the part of some institutions to be in fashion risks the loss of a purpose that may not be easily recovered.

I cannot agree that Wellesley does not and will not receive applications from young women of superior quality, in sufficient numbers to maintain the college at its customary size and standards. Applications for freshman entrance in 1971 are down 6.1%; but this is not an unfavorable situation when we know that Yale's applications are down 18%, Harvard's 11%, MIT's 20%. Wellesley made no solicitation of transfer students for 1971, and yet that group increased by 164 young women. Overall—freshmen, transfers and foreign students—Wellesley's total applications for admission in 1971 are *up* 1.5%. This is a dramatic development in a year when most private institutions are experiencing a serious decline.

Finally, the costs of transforming Wellesley into a larger, co-educational college are great. We have many claims on our resources and are hopeful that we can continue our commitments to finance a distinguished faculty, a superior student body, and the creative educational programs that challenge and satisfy both groups. Wellesley has strengths in these areas which imply continued distinction and excellence in our primary responsibility, liberal arts education. I believe we should devote our energies and our resources to building from within, to keeping Wellesley the best of the women's colleges in America, indeed in the world.

March 3, 1971

To the Board of Trustees
From Mary R. Lefkowitz

As a rule the format required for reports of fact-finding commissions, governmental or private, presents the statements and conclusions of the majority: consensus determines not only what is decided, but which issues are judged to be significant. This format, though a practical political procedure, is not always effective or suitable for presenting informed opinions on matters in which the majority are not expert. The Commission's final report is the report of the majority. It states

fairly the views of most of the members in terms acceptable to each of its constituencies. But the members' qualifications, based upon experience or information, vary considerably with respect to each of the recommendations made.

Where we were able to draw directly on expertise, research, or documentation provided by interviews or questionnaires, our recommendations have demonstrable authority: for example, the recommendations concerning general directions for curricular reform (Sec. 1); the discussion of the education and needs of women (Sec. II); the recommendations concerning the means of realizing our moral and legal obligations to non-white staff and students (Sec. III); the analysis of the inadequacies of the present counseling system (Sec. IV); the statements concerning decline in number of applications to the freshman class and decreasing interest on the part of secondary school students in women's colleges (Sec. V). But in other areas our discussions and recommendations are based on less complete information: for example, the proposals to accommodate diversity of student preparation and student concern with contemporary issues by means of pedagogical structures and specific cross-disciplinary curricula (it can be argued that isolation and irrelevance may be better overcome by hiring and retaining faculty concerned with dealing with these problems within the rather flexible structure of our present curriculum); the recommendation for Suburban-Regional Studies (there has been no demonstrated student interest in such a program); and, in particular, the recommendations in Section V concerning coeducation (the present status of women in the United States and in the academic world especially offers little assurance that the goal of true equality can be quickly or easily achieved). The Commission's report does not, and perhaps could not, set forth in precise detail the methods by which true coeducation could be achieved at Wellesley. Many policy decisions have accordingly been left by the Commission to be executed on an *ad hoc* basis by individuals or by committees. Because the program of coeducation is described only in outline, the cost data in Tables I-III may only provide a rough estimation of the personal and financial resources that will ultimately be required.

On reflection, therefore, the Commission's report may prove to be of greater use to the Board of Trustees and to the Academic Council as a document of self-study than as a blueprint for the future. It is questionable whether a politically constituted group, like the Commission, could realistically have been expected to prepare a truly professional analysis of the effectiveness of this or any academic institution. As elected representatives of our several constituencies, each of us has from time to time acted as a partisan, has been affected by considerations of status within a peer group, or has been influenced by personal loyalties: all of these factors have inevitably rendered our individual or collective judgment less objective. Perhaps even as self-study the value of the Commission's report may be limited. The difficulties we have encountered in our work point up the need for more intensive evaluation of our educational and administrative programs on a more professional basis.

The Commission's report also does not set priorities among its recommendations. Yet if, as seems likely, financial resources in the future will be limited, some choices must be made. My own ordering of priorities has changed considerably during the twenty-two months of the Commission's existence. At first I thought Wellesley's problems could be solved most effectively by instituting coeducation along the lines described in Section V. Now, because there seems to be increasing evidence and awareness that an institution dedicated to the education of women can serve effectively the interests and needs of women, I would give first priority to the implementation of all recommendations in Section II (including financial aid for Continuing Education students and Child Care). Iwould next put time and resources into setting up the administrative machinery described in Sections III and I. As far as Section V is concerned, I am convinced that we need more time and information to determine whether or not the proposed program for admitting men as degree candidates would in fact achieve the desired goal of an ideal environment for educating both men and women. Evidence provided over the next several years by additional admission statistics, the exchange programs with M.I.T. and Dartmouth, and by professional self-study, will help us to move toward this new social commitment without compromising our present services to society and without diminishing our present academic and financial strengths.

March 3, 1971

Tables and Appendices

APPENDICES

A. Educational Programs—Roger A. Johnson and Elizabeth J. Rock
B. A Suburban-Regional Studies Program—Arthur M. Katz and Alice B. Robinson
C. A Day Care Proposal for Wellesley College—Eleanor L. McLaughlin
D. Foreign Study—Eric W. Kurtz
E. The Education and Needs of Women—Mary R. Lefkowitz
F. Minority Groups at Wellesley College—Sondra I. Bonadie
G. Report on Counseling—Sondra I. Bonadie, Phyllis J. Fleming, Philip M. Phibbs, Page Talbott '72
H. Report of the Dormitory Life Committee—Nancy Guthrie '71, Clare Mankowski '72, Sarah Rountree '72, Barbara Snyder '72, Ann Suzedell '71, Jane Willard '72
I. Survey of Secondary Schools from Which Students Have Applied to Wellesley College, 1965-1969—Mary R. Lefkowitz and Alan H. Schechter
J. Secondary School Guidance Counselor Survey—Scott M. Cunningham and Stephen A. Greyser
K. Summary of Discussions with Dartmouth
L. Population Impact Study—Scott M. Cunningham and Stephen A. Greyser
M. Summary Reports on Questionnaires
   M-1. Student Questionnaire
   M-2. Faculty and Administration Questionnaire
   M-3. Alumnae Questionnaire

NOTE ON TABLES I-IV

In formulating cost estimates, we have kept in mind the present and projected financial requirements of the College and have, therefore, observed the need for realistic projection of costs for programs taken separately and together, year by year and over a period of years. To the best of our ability to foresee and estimate, we have given special attention to the future costs that our recommendations imply: ongoing costs as well as new costs consequent to developing programs. We have made our estimates with as much anticipation as possible of their long-range budgetary implications and with recognition and appreciation of coexisting plans and claims of other projects for the College.

Tables I-IV give estimates of incremental annual and capital costs. Unless otherwise identified, figures represent middle-range estimates, to show at what level a program might begin, the extent of its growth, and the time at which costs might reach a steady state. Relative costs are shown, within and among programs, and for a period of years, so that cash-flow requirements might be more clearly indicated. Estimates of annual expenses cover a six-year period, and those of capital costs extend over five years. Specific dates for implementation of programs are given with recommendations in Sections I-V.

The curricular costs shown in Table I are predicated on an increase in the size of the College; they reflect the addition of approximately 25 new faculty members who would be needed for 250 additional resident students. These new faculty members could teach in the areas outlined above. Increasing the size of the College would, under these circumstances, allow greater flexibility in faculty assignments and hence increase the possibility of curricular expansion and innovation. Because the Commission hopes that curricular change can be implemented even if the College does not grow in size, incremental instructional costs that would occur as the result of new programs with no change in size are separately identified in Tables I and III.

Table IV gives estimates of costs for programs to which low financial priority has been assigned.

As was noted earlier, it is not possible to assess the incremental cost of a changed counseling program at this time.

Table I

Estimated Incremental Annual Operating Expenses/Deficit over a Six-Year Period[1]

(in thousands of dollars at 1970-71 prices)

	Year I	*II*	*III*	*IV*	*V*	*VI*
EDUCATIONAL PROGRAM (costs predicated on *increase in size* of College)						
Office of Educational Research (including courses on women and race; field work; advanced study)	$32	$55	$60	$60	$60	$60
Exchange Coordinator	10	10.5	11	11.5	12	12.5
Suburban-Regional Studies	8	25	45	50	50	50
Freshman and Sophomore Programs	—	—	25	50	50	50
EQUAL EMPLOYMENT OPPORTUNITIES OFFICER	12	12.5	13	13.5	14	14.5
SIZE/MEN[2] (= operating deficit created by expense in excess of additional income)	50	100	150	200	250	250
Additional curricular costs *if no change in size* of College (= added instructional costs for faculty for new programs)	0	20	75	125	175	250

1. A summary of estimated annual and capital costs is given in Table III.
2. The principal portion of the operating deficit shown for "Size/Men" has to do with an increase in the size of the College, and not with introducing men per se. If the size of the College did not increase, but the programs shown under "Educational Program" were undertaken, additional faculty would need to be hired. The figures given between the double lines are estimates of the cost of additional faculty; if there is no increase in size, these figures should be added to those given under "Educational Program." See Appendix L, the Population Impact Study, for detailed estimates on which the "Size/Men" figures are based.

Table II

Estimated Incremental Capital Expenditures over a Five-Year Period[1]

(in thousands of dollars at 1970-71 prices)

	Year I	*II*	*III*	*IV*	*V*
EDUCATIONAL PROGRAM					
Office of Educational Research	$5	$—	$—	$—	$—
Suburban-Regional Studies (if separate quarters were needed for the program)	—	—	10	—	—
Freshman and Sophomore Programs (if an unusual program were undertaken)[2]	—	—	—	50	—
SIZE/MEN[3]					
Two new dormitories (for 250 students total)	100	1,250	1,250	1,500	—
Physical education[4]					
Renovation of Mary Hemenway Hall	—	—	150	150	—
Lockers	20	—	—	—	—
Playing field	—	20	—	—	—
Equipment	0	1	1	1	2
Parking lot	0	0	30	15	0

1. A summary of estimated annual and capital costs is given in Table III.
2. If new dormitories were designed in such a way as to accommodate special freshman and sophomore programs, the cost shown here could be deleted.
3. Costs of classroom and office space are not included with estimates for increased size because it is assumed that these would come under other, existing estimates for the Science Center and the renovation of Pendleton Hall, and hence they are not duplicated here. Estimates for classroom and office space have been made, however, and appear in the Population Impact Study.
4. Although estimates are given here for physical education facilities, it is agreed by the Commission that these should be kept to a minimum, particularly with respect to the renovation of Mary Hemenway Hall.

Table III

Summary of Estimated Incremental Annual Operating Expenses/Deficit and Capital Expenditures Given in Tables I and II

(in thousands of dollars at 1970-71 prices)

Annual (six years)

A. WITH INCREASE IN SIZE OF COLLEGE

	Year I	*II*	*III*	*IV*	*V*	*VI*	*Six-year total*
Educational Program	$ 50	$ 90.5	$141	$171.5	$172	$173	$ 798
Equal Employment Opportunities Officer	12	12.5	13	13.5	14	14.5	79.5
Size/Men (= operating deficit)	50	100	150	200	250	250	1,000
TOTALS	$112	$203	$304	$385	$436	$437.5	$1,877.5

B. WITH NO INCREASE IN SIZE OF COLLEGE BUT WITH CHANGES IN EDUCATIONAL PROGRAM[1]

Educational Program	$ 50	$110.5	$216	$296.5	$347	$423	$1,443
Equal Employment Opportunities Officer	12	12.5	13	13.5	14	14.5	79.5
TOTALS	$ 62	$123	$229	$310	$361	$437.5	$1,522.5

Capital (five years)

	Year I	*II*	*III*	*IV*	*V*	*Five-year total*
Educational Program	$ 5	—	$ 10	$ 50	—	$ 65
Size/Men	120	1,271	1,431	1,666	2	4,490
TOTALS	$125	$1,271	$1,441	$1,716	$2	$4,555

1. The curricular, or "Educational Program," costs shown here consist of those given in part A. above, plus those shown between double lines in Table I, which represent added instructional costs for faculty for new programs should the size of the College not increase but new educational programs be undertaken. As was explained in note 2 of Table I, the principal portion of the operating deficit for "Size/Men" has to do with increasing the size of the College, not with introducing men; hence those figures are not given here.

Table IV

Estimated Incremental Annual and Capital Expenditures for Items Assigned Low Financial Priority

(in thousands of dollars at 1970-71 prices)

ANNUAL (SIX YEARS)

	Year I	*II*	*III*	*IV*	*V*	*VI*	*Six-year total*
Grants for Suburban-Regional visiting scholars	—	—	$ 3	$ 4	$ 5	$ 5	$ 17
Child care (year I: survey; year II on: net cost to College of operation)	1	2.5	2.5	2.5	2.5	2.5	13.5
Financial aid for foreign study	15	25	25	25	25	25	140
Financial Aid for Continuing Education	9	10	10	12.5	12.5	15	69
Buses for minority group students	6	6	6	6	6	6	36
Fellowships for non-white Wellesley graduates	10	15	20	15	15	15	90
TOTALS	$41	$58.5	$66.5	$65	$66	$68.5	$365.5

CAPITAL (FIVE YEARS)

	Year I	*II*	*III*	*IV*	*V*	*Five-year total*
Child care facility (if new quarters needed)	—	—	$30	—	—	$ 30